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ABSTRACT

This package consists of an information booklet for job candidates preparing to take California's Corrections Officer Examination and a user's manual intended for those who will administer the examination. The candidate information booklet provides background information about the development of the Corrections Officer Examination, describes its format, previews its contents, and provides sample problems (with answers) to help candidates prepare for the examination. The user's manual describes the format and content of the examination, provides a brief history of its development, discusses its reliability and validity, presents detailed instructions for administering the examination (including verbatim proctoring instructions), and suggests guidelines for interpreting scores. (YLB)

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CORRECTIONS OFFICER CANDIDATE INFORMATION BOOKLET AND USER'S MANUAL

STANDARDS AND TRAINING FOR CORRECTIONS PROGRAM

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STANDARDS AND TRAINING
FOR CORRECTIONS PROGRAM

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BOARD OF CORRECTIONS

CANDIDATE INFORMATION BOOKLET

CORRECTIONS OFFICER

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In preparing the Corrections Officer Examination for the California Board of Corrections, Personnel Decisions, Inc. has taken into account the following documents concerning selection testing:

- The American Psychological Association, Standards for Educational and Psychological Tests, (1974).
- The APA Division of Industrial-Organizational Psychology, Principles for the Validation and Use of Personnel Selection Procedures, 2nd edition, (1980).
- The Equal Employment Opportunity Commission, Uniform Guidelines on Employee Selection Procedures, (1978).

Corrections Officer Candidate Information Booklet

Overview

The Corrections Officer Candidate Information booklet is designed to serve four functions:

- to provide background information about the development and validation of the Corrections Officer Examination;
- to familiarize candidates with the examination format;
- to preview the contents of the Corrections Officer Examination; and
- to provide sample problems (with answers) to help candidates prepare for the examination.

Development of the Corrections Officer Examination

The Corrections Officer Examination was developed as a result of a three-year statewide analysis of the corrections officer position. The analysis was undertaken as a result of state legislative action that mandated, among other things, the development and validation of entry-level selection procedures for the corrections officer job.

Examination development began with a review of job descriptions and related documentation, site visits, and interviews with corrections officer incumbents and supervisors, culminating in the development of a job analysis questionnaire. This questionnaire was administered to corrections officer incumbents and supervisors from agencies throughout California. Questionnaire results were used to determine the nature of the corrections officer job and to develop a clear and comprehensive description of the knowledges, skills, abilities, and personal characteristics necessary for successful job performance.

Several tests were identified as being good measures of the knowledges, skills, and abilities identified in the job analysis questionnaire. These tests were administered to a sample of corrections officer incumbents. At the same time, incumbents' supervisors rated their performance in specific job areas. The Corrections Officer Examination represents the combination of tests found, on the basis of test scores and job performance ratings, to provide a reliable, valid, and fair indication of incumbents' abilities to successfully perform the job.

Examination Format

The Corrections Officer Examination consists of a single test booklet and an accompanying answer sheet. You will answer

all examination questions on the answer sheet - **DO NOT MARK IN THE TEST BOOKLET ITSELF**. Testing will be done in a group setting. The Corrections Officer Examination has four parts, each of which is timed. Time limits have been set so that you should have plenty of time to complete all items. Total testing time will be approximately 1 1/2 hours.

Preparing for the Corrections Officer Examination

This booklet is designed to familiarize you with the types of items you will find in the Corrections Officer Examination. A brief description of the ability or skill measured in each part of the exam is given below and worked examples of the types of items you will find in each part are presented. For Parts 1 and 2 of the examination, short practice tests are given to help you better prepare for taking the Corrections Officer Examination.

Part 1. Reading Comprehension. Part 1 consists of four brief (one to three paragraphs) reading passages, each followed by 10 to 12 factual questions. The 47 items in part 1 are designed to see how well you can read and remember what you have read. The questions that follow each passage are mostly factual. They require only that you remember what you have read, or that you draw simple conclusions based on information presented in the passage. The passages are written so that they are similar in content to the types of information corrections officers read on the job. In completing these items, you should base your answers only on what is presented in the passage, and not on what you know or believe to be true about the corrections officer job. You may refer back to the reading at any time.

Now, read the passage below, and answer the four questions that follow it.

The Anoka County Courthouse was built in 1964 at a cost of 3.2 million dollars. Most of the funds came from state and county taxes but approximately 1/6th of the money was supplied by a federal matching grant. Almost 100 cases a month are tried in the courthouse which is home to five full-time judges. The average trial takes about 3 hours a day, and lasts 1-2 weeks.

1. The Anoka Courthouse was built:

   A) 1961
   B) 1962
   C) 1963
   D) 1964

2. Approximately how much money was supplied by the federal government to help build the courthouse?

   A) 1 million
   B) 1/2 million
   C) 1 1/2 million
   D) 1/6 million

3. How many judges work full time in the courthouse?

A) 3
B) 4
C) 5
D) 6

4. Several part-time judges also work at the Anoka County Courthouse.

A) True or probably true.
B) False or probably false.
C) Not enough information.

For problem 1, you should have chosen answer D (1964) because the passage clearly states that the courthouse was built in 1964. For problem 2, the correct answer is B, 1/2 million. If the courthouse cost 3.2 million dollars, 1/6 of this amount is approximately 1/2 million dollars. The answer to problem 3 is C. The answer to problem 4 is A. If 100 cases are tried each month and each case takes 1-2 weeks, it is not likely that the five full-time judges would be able to hear all the cases.

You will have 20 minutes to work the problems in Part 1. Because time is limited, you should work as quickly as you can without becoming careless. In working the problems you may refer back to the reading as often as you like. You should assume that everything in the passages is true and base your answers only upon the material presented in the passages even if it conflicts with what you believe to be true about the corrections officer job. If you're not sure of an answer, mark the choice that is your best guess.

On the next page is another sample passage and ten practice problems. Read the passage and try to answer all the problems. This practice test should take you no more than 5 minutes to complete. When you have completed all of the items turn the page and check your work. For items that you missed, try to determine why the given answer is correct.

Reading Comprehension
Practice Test

VACATION POLICY

Upon completing one year of continuous service, all permanent employees are entitled to five days of vacation. Employees with two to eight years of service may take ten days of vacation each calendar year. After eight years of service, employees will be given fifteen days of yearly paid vacation.

All employees must schedule vacations at least two months in advance, and they must be approved by the Chief of the Department.

For each day an employee is absent from work with pay, he/she will lose half a day of vacation time.

Employees may carry over portions of their vacation for use in future years under these conditions:

a) Every employee must take at least five days of vacation per year.

b) Employees with one to eight years of service may carry over no more than five days of vacation each year.

c) Employees with more than eight years of service may carry over no more than ten days of vacation per year.

d) No employee may have more than thirty days of vacation carried over from previous years.

Holidays occurring during an employee's vacation will not be charged to his/her vacation time.

1. How many days of vacation are employees allowed after one year of service?

   A) 1
   B) 3
   C) 5
   D) 7

2. An employee who is eligible for 10 days of vacation a year has been employed at least:

   A) Six months
   B) Two years
   C) Nine years
   D) Fifteen years

3. How many days of vacation can be taken by an individual who has been employed 9 years?

   A) 3
   B) 4
   C) 10
   D) 15

4. Holidays occurring during an employee's vacation are:

   A) Counted as part of the vacation
   B) Not charged to the vacation
   C) Carried over to the next year
   D) Treated as weekends

5. The term "carry over" refers to the fact that:

   A) Unused vacation time may be used the next year
   B) Extra vacation time for good work can be accumulated
   C) Unpaid leave is subtracted from vacation time
   D) Weekends are counted as vacation time

6. How long must an individual be employed before he/she is permitted to carry over more than 30 days?

   A) One year
   B) 1-8 years
   C) More than 9 years
   D) None of the above

7. If an employee is absent from work with pay for four days, how much vacation time will he/she lose?

   A) One day
   B) Two days
   C) Four days
   D) Six days

8. Vacation must be scheduled at least:

   A) 2 weeks in advance
   B) 1 month in advance
   C) 2 months in advance
   D) 6 months in advance

9. Who must approve vacation times?

   A) The supervisor
   B) The Chief of the Department
   C) The County Services Board
   D) The accounting office

10. An employee with 6 years of service is allowed to carry over:

    A) 5 vacation days
    B) 10 vacation days
    C) 15 vacation days
    D) No vacation days

Answers to Practice
Reading Comprehension Test

1. C; First sentence.
2. B; Second sentence.
3. D; Third sentence.
4. B; Last sentence.
5. A; Must be inferred from the reading.
6. D; Point d.
7. B; Third paragraph.
8. C; Second paragraph.
9. B; Second paragraph.
10. A; Point b.

Part 2, Language Usage. Part 2 of the Corrections Officer Examination contains problems that measure your ability to recognize common errors of grammar, punctuation, or capitalization. The problems in Part 2 consist of several sentences. Each sentence is divided into four sections, labeled A, B, C, and D. Each sentence also has a fifth section, "NONE", labeled E. Some of the sentences contain an error in grammar, some contain an error in punctuation, some contain an error in capitalization, and some of the sentences contain no errors. You are to mark the letter of the section that contains the error. If a sentence contains no errors, mark E for none. No sentence contains more than one error.

Now try the sample problems below.

1. The boys / done the / job as well / as they could. / NONE
   A B C D E

2. Once they were / inside. they / made no / loud noises. / NONE
   A B C D E

3. "He is / the one who did / it last," / said john. / NONE
   A B C D E

4. It rained / for nearly / seven hours / last Friday. / NONE
   A B C D E

For problem 1, you should have chosen answer B. Problem 1 contains an error in grammar. The sentence should read, "The boys did the job as well as they could." Problem 2 contains an error of punctuation in part B. In problem 2, the period should be a comma. Problem 3 contains an error of capitalization in part D. The man's name (John) should be capitalized. Problem 4 contains no errors.

You will be allowed 10 minutes to work the 35 items in Part 2. You should work as quickly as you can without becoming careless. If you're not sure of an answer, mark the choice that is your best guess.

On the following page are more practice Language Usage problems. You should take no more than 3 minutes to complete these problems. When you have finished, turn the page and check your answers.

Language Usage
Practice Test

1. He looked and / looked, but / he couldn't / see nothing. / NONE
   A B C D E

2. It's not / going to / rain today / or tomorrow. / NONE
   A B C D E

3. Two work / plans have been, / submitted / to you. / NONE
   A B C D E

4. I never / discovered whom / came in / first. / NONE
   A B C D E

5. Here is an / outline / of january's / schedule. / NONE
   A B C D E

6. One of / many good / reasons / are given here. / NONE
   A B C D E

7. the used / dishwater was / poured down / the drain. / NONE
   A B C D E

8. The children / often plays / together / on Saturdays. / NONE
   A B C D E

9. The clown and / me made /the children laugh /and laugh. / NONE
   A B C D E

10. When the / boat pitched, / the man / fell down. / NONE
    A B C D E

Answers to Practice
Language Usage Test

1. D; "nothing" should be "anything".
2. E; No errors.
3. B; The comma should be left out of the sentence.
4. B; "whom" should be "who".
5. C; "January's" should be capitalized.
6. D; "are" should be "is".
7. A; "the" should be capitalized.
8. B; "plays" should be "play".
9. B; "me" should be "I".
10. E; No errors.

Parts 3 and 4. Personal Characteristics. Parts 3 and 4 of the Corrections Officer Examination contain items that assess several personal characteristics found to be important components of successful corrections officer performance. Part 3 contains 18 sets of three activities each. For each set of activities, you are to choose the one you would like most and the one you would like least.

Look at the example below.

Ex. 1. I would like most to

A. Travel by car.
B. Travel by train.
C. Travel by airplane.

Ex. 2. I would like least to

A. Travel by car
B. Travel by train
C. Travel by airplane

In Ex. 1, if you would like most to travel by train (choice B) you would select B on your answer sheet.

In Ex. 2, if you would least like to travel by car, (choice A) you would select A on your answer sheet.

Part 4 consists of 95 statements. You are to read each statement and decide whether it is true or false for you. Examples of statements similar to those in part 4 of the Corrections Officer Examination are given below.

You plan and organize your work in detail.

You often have trouble sleeping at night.

Children today have it easier than you did.

You are happiest when you are doing something complex.

For the items in Parts 3 and 4, it is generally best to go with your first reaction and not to spend too much time on any one item. Not all of the items in parts 3 and 4 are scored, but it is very important that you answer every item. Leaving items blank can only result in a lower score and lessen your chances of being selected.

A Final Word About Testing

Below are several suggestions about taking the Corrections Officer Examination. If you work all of the problems in this booklet and follow the suggestions, you will be at your best when you take the exam.

In general, you should work quickly, but not so fast as to become careless. The time limits have been set to allow you plenty of time. If you have a question during testing, raise your hand and a proctor will assist you.

Always read all possible choices before marking your answer. If you don't know the answer to a problem it is usually best to skip it and go on to the others. If you finish before time is called, you can go back to any problems you may have skipped.

If you are not sure of the answer to a problem, eliminate the answers you know are wrong and then mark the choice that is your best guess. You will not be penalized for guessing. Your score is simply the number of problems you answer correctly so you should not leave any problems unanswered even if you are only guessing.

You should get a good night's sleep the night before the examination. Some people find that eating a snack or light meal an hour or two before testing is good preparation. Finally, be sure to arrive at the testing location (printed on the cover of this booklet) 10-15 minutes before testing is scheduled to begin. If you have any questions about testing, call the number printed on the cover of this booklet.

Good luck.

STANDARDS AND TRAINING
FOR CORRECTIONS PROGRAM

STC

BOARD OF CORRECTIONS

USER'S MANUAL

CORRECTIONS OFFICER

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CALIFORNIA BOARD OF CORRECTIONS

Standards and Training for Corrections Program

User's Manual
for
Corrections Officer Examination

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- The American Psychological Association, Standards for Educational and Psychological Tests, (1974).
- The APA Division of Industrial-Organizational Psychology, Principles for the Validation and Use of Personnel Selection Procedures, 2nd edition, (1980).
- The Equal Employment Opportunity Commission, Uniform Guidelines on Employee Selection Procedures, (1978).

OVERVIEW

This manual describes the format and content of the Corrections Officer Examination and provides a brief history of its development. Information about the examination's reliability and validity is provided so that the user is fully informed of these crucial characteristics. This information is essential to permit potential users to judge the appropriateness of the Corrections Officer Examination for use in various situations. Detailed administration instructions are provided (including verbatim proctoring instructions) to ensure that the exam is administered under standard conditions every time it is used. Finally, guidelines for score interpretation are given along with cautions as to the limits that must be placed upon such interpretations. Agencies interested in including the Corrections Officer Examination as part of their selection procedures should contact the Standards and Training for Corrections Program, California Board of Corrections, Sacramento, CA 95814.

THE CORRECTIONS OFFICER EXAMINATION

The Corrections Officer Examination was developed as the result of a three-year, statewide analysis of the corrections officer position. The exam measures several abilities and traits that, when taken in combination, provide a reasonable indication of corrections officer job performance. The format and content of the Corrections Officer Examination are described below, followed by a brief history of its development.

The Corrections Officer Examination consists of four parts and contains items that assess candidates' cognitive and noncognitive knowledges, skills, abilities, and personal characteristics. The exam has a total testing time, including time for administration instructions, of approximately 1 1/2 hours.

Two separate but related cognitive abilities are measured in Parts 1 and 2. Part 1 measures candidates' ability to read, understand, and recall written information. The 47 items consist of four brief (1-3 paragraphs) passages, each followed by 10-12 factual questions. The passages are written at approximately a twelfth-grade level and are similar in content to the types of information corrections officers read in the course of their job.

Part 2 of the exam consists of 35 items measuring candidates' ability to recognize common errors of grammar, punctuation, or capitalization. These items require a basic understanding of correct language usage and of the conventions of written English.

Parts 3 and 4 of the Corrections Officer Examination consist of items that assess several personal characteristics found to be important components of successful corrections officers' performance. Approximately one-third of the items measure the tendency to take a cautious, planful approach to life, to be rule-respecting, self-controlled, responsible, and to prefer to plan activities rather than to play things by ear. Also measured is a person's tendency to behave in an ascendant manner, to be self-confident, and to take the initiative and exercise leadership in a self-assured manner.

Other items measure the tendency to dislike being the center of attention, to be autonomous (i.e., not to have a high need to seek out others for company), to prefer that things go smoothly and without interruptions, and to act upon principles of right and wrong even if that conflicts with one's popularity or social relationships.

The remainder of the items are drawn from a scale which research has shown to be strongly related to persons who are described as being responsible and who follow rules. These items identify individuals "with strong internal values and who can be counted on to behave in a dependable rule-observing way." (Gough, 1982)

Additional information about the skills, abilities, and personal characteristics measured by the Corrections Officer Examination can be found in Table 1. This table shows the correlation of the Corrections Officer Examination with 12 other measures of cognitive or noncognitive abilities. Because the Corrections Officer Examination shares items with several of these measures, Table 1 also shows the percentage of items in common between the exam and each test. The more items in common, the higher the expected correlation. Table 2 describes the tests listed in Table 1.

The higher the correlation between the Corrections Officer Examination and another test, the more similar the abilities, skills, or personal characteristics measured by those tests (remember, however, that the correlations are inflated by item overlap). The correlations in Table 1 can be used to gain insight into the meaning of Corrections Officer Examination scores by noting which tests correlate highly with the exam and then reading the descriptions of those tests. A Corrections Officer Examination score can be interpreted as representing the combination of skills, abilities, and personal characteristics measured by those tests highly correlated with the exam. Care should be taken however, not to place too much emphasis on determining what Corrections Officer Examination scores mean because exam development was much less concerned about the meaning of scores than it was with the ability of the scores to predict job performance. In other words, the Corrections Officer Examination was developed because of what its scores can do and not because of what they mean.

The Corrections Officer Examination is a power rather than speed measure. This means that its time limits are set so that candidates will have ample opportunity to complete every item. Administration instructions allow test proctors sufficient flexibility to ensure that no candidate be denied a reasonable opportunity to attempt all items. The exam equally weights the cognitive and noncognitive sections and is scored by summing the number of items that a candidate answers correctly.

Table 1
Correlation between Corrections Officer Examination Scores and Scores on 14 Cognitive & Noncognitive Ability Tests

Test	r[a]	Percent of Item Overlap
Reading Comprehension	.70	23
Arithmetic	.49	00
Language Usage	.63	19
Vocabulary	.50	00
Analogies	.44	00
Verbal Reasoning	.37	00
Sociability	-.13	04
Empathy	-.06	05
Control	.50	13
Socialization	.46	03
Responsibility	.43	04
Stress Reaction	.27	01
Dominance	.34	06
COIB	.47	22

[a]All correlations except Sociability and Empathy are significant at alpha = .05.

[b]Number of items shared with COE divided by the total number of COE items.

Table 2
Content of 14 Cognitive & Noncognitive
Tests Correlated with the
Corrections Officer Examination

Test	Measures
Reading Comprehension	The Reading Comprehension Test is designed to see how well incumbents can read and remember what they have read. The test consists of several short passages. After each passage, there are a number of questions about the passage. Some of the questions require that incumbents remember what they have read. Others require that conclusions be drawn based on the material in the passage.
Arithmetic	The Arithmetic Test is designed to see how well incumbents can work basic math problems. Problems in addition, subtraction, multiplication, and division are given. The problems deal with whole numbers, fractions, and decimals.
Language Usage	The Language Usage Test is designed to see how easily incumbents can recognize common errors in language usage. The test consists of several sentences. Each sentence is divided into four sections, labeled A, B, C, and D. Each sentence also has a fifth section, "NONE" labeled E. Some of the sentences contain an error in grammar, some contain an error in punctuation, some contain an error in capitalization, and some sentences contain no errors. Incumbents are to mark the letter of the appropriate section.
Vocabulary	The Vocabulary Test is designed to see if incumbents know the meaning of various words. Each problem lists a word followed by four other words. For each problem, incumbents are to choose from among the four words, the one that means the same or nearly the same as the given word.

Table 2 (continued)

Analogies	The Analogies Test measures how well incumbents understand the relationship between words, objects and concepts. Each problem consists of a sentence with the first and last words left out. For each sentence, five pairs of words are given. The first word of each pair always goes at the beginning of the sentence and the second one of each pair always goes at the end. Incumbents are to choose the pair of words that complete the sentence and makes the analogy true.
Verbal Reasoning	The Verbal Reasoning Test is designed to see how well incumbents can draw conclusions from a set of facts. Each problem consists of five or six statements followed by five possible conclusions. Incumbents are to assume that all of the statements are true. For each conclusion, incumbents are to indicate whether the conclusion is true or false, or whether there isn't enough information given in the statement to determine if the conclusion is true or false.
CPI Sociability	A 36-item subscale of the California Psychological Inventory that indicates a person's tendencies to be outgoing and participative and to seek out and enjoy social contact without being shallow or superficial.
Empathy	A series of items drawn from the California Psychological Inventory that identifies persons who are described as "characterized by a patient and forebearing nature, by affiliative but socially ascendent tendencies and by liberal and humanistic political and religious attitudes" (Hogan, 1969).

Table 2 (continued)

MPQ Control	A 24-item subscale of the Multidimensional Personality Questionnaire indicating a person's tendency to be reflective, cautious, careful, rational, and sensible, and who likes to anticipate and plan activities and events.
CPI Socialization	A 54-item subscale of the California Psychological Inventory measuring a person's tendency to be socialized, rule-respecting, prudent, and responsive to what others feel and think.
CPI Responsibility	A 42-item subscale of the California Psychological Inventory measuring a person's tendency to believe that life is best governed by reason and to behave in a responsible, self-disciplined manner.
MPQ Stress Reaction	A 26-item subscale of the Multidimensional Personality Questionnaire that indicates persons who are able to put fears and worries out of their mind easily; quickly get over upsetting experiences, and who are not troubled by emotional turmoil or feelings of guilt.
CPI Dominance	A 46-item subscale of the California Psychological Inventory that identifies individuals who behave in a dominant, ascendent manner, and who, in interpersonal situations, can take the initiative and exercise leadership in a forceful, self-confident manner.
COIB	The Correctional Officers' Interest Blank is a 40-item questionnaire that "tends to identify individuals with strong internal values and who can be counted on to behave in a dependable and rule-observing way".

DEVELOPMENT OF THE CORRECTIONS OFFICER EXAMINATION

The Corrections Officer Examination was developed as the result of a three-year, statewide analysis of the corrections officer position. The analysis was undertaken as a result of state legislative action that mandated, among other things, the development and validation of entry-level selection procedures for the corrections officer job.

Examination development began with a review of job descriptions and related documentation, site visits, and interviews with corrections officer incumbents and supervisors, culminating in the development of a 346-item job analysis questionnaire. This questionnaire was administered to 578 corrections officer incumbents and 205 corrections officer supervisors from agencies throughout the state. Questionnaire results were used to determine the basic nature of the corrections officer job and provided a clear and comprehensive description of the knowledges, skills, abilities, and personal characteristics necessary for successful job performance. It is upon this foundation that the Corrections Officer Examination is based.

Several cognitive and noncognitive tests were identified as being good measures of the knowledges, skills, and abilities identified in the job analysis questionnaire. These tests were administered to a sample of approximately 250 corrections officer incumbents from 16 agencies throughout the state. At the same time, incumbents' supervisors rated their performance in 31 specific areas of the corrections officer job. The Corrections Officer Examination represents the combination of tests found, on the basis of the test and job performance rating data, to provide a reliable, valid, and fair indication of incumbents' ability to successfully perform the job. Additional technical details concerning the Corrections Officer Examination are given in subsequent sections of this manual. A full accounting of the development and validation of the Corrections Officer Examination may be found in the "Validation Report for the Job of Corrections Officer" which is available from the Board of Corrections.

RELIABILITY

The reliability of any examination concerns the stability of its scores over time. Exam Reliability exists, for example, when persons obtain much the same score if they are tested once and retested two to three months later. Reliability is an important characteristic of any test. Obviously, an examination for which individual scores fluctuate widely from one testing to another is not very useful because one cannot be sure which score best represents an individual's true ability.

A statistic that is closely related to reliability is the standard error of measurement. The standard error of measurement defines the interval in which one can be confident an individual's true score actually lies. Because there is always some error involved in estimating true ability from obtained scores, the width of the interval varies as a function of the degree of confidence desired. For example, a 95% confidence interval is approximately twice as wide as a 66% confidence interval.

Table 3 presents reliability data for each part of the Corrections Officer Examination. Reliabilities for Parts 1 and 2 are internal consistency estimates (KR-20) based on the scores of 339 corrections officer incumbents tested as part of the validation research. Reliability estimates for Parts 3 and 4 are based on published estimates for the scales from which the examination items were drawn (See Table 3). Table 3 also contains the standard errors of measurement for the four parts of the Corrections Officer Examination.

The reliability of Parts 3 and 4 of the Corrections Officer Examination was determined as follows. The reliability of Part 3 was estimated based upon published estimates of the reliability of the COIB. These estimates were adjusted via the Spearman-Brown Prophecy Formula for the reduced number of items contained in Part 3. Part 4 was treated as though it consisted of 8 separate parts (each corresponding to one of the scales from which items were drawn). The reliability of each of these parts was based upon published reliabilities for the original scales. The Spearman-Brown Prophecy Formula was used to adjust for the reduced number of items in each part. The reliability of Part 4 of the Corrections Officer Examination was determined by computing the reliability of the linear combination of the 8 parts that comprise that section. The data used to estimate the reliability of Part 4 are given in Table 4.

It is important to note that the reliability data for the Corrections Officer Examination are presented by parts solely for the convenience of the examination user. These data are not intended to imply that any of the parts may be used alone. A candidate's score on the Corrections Officer Examination consists of the sum of the scores on <u>all</u> parts and it is <u>only</u> this total score that has been investigated and shown to be valid and fair.

Table 3
Reliability Estimates for each part of the Corrections Officer Examination

	rel.	S.E.M.
Part 1	.79	2.3
Part 2	.76	2.2
Part 3	.52	1.9
Part 4	.93	1.9

Reliability of the Corrections Officer Examination total score was found using the formula provided by Nunnally (1978) to compute the reliability of a linear combination of scores. Reliability of the total score was found to be .88 with a standard error of measurement of 4.2. A standard error of measurement of 4.2 indicates, for example, that 2 times out of 3 the true score of an individual who received a score of 141 will lie in the interval of approximately 137-145.

Table 4
Sources of Reliability Estimates Used in Determining Part 4 Reliability

Scale	N of Items	rel.	Source
CPI			
Sy	7	.69	Megargee, 1972
So	6	.70	Megargee, 1972
Re	8	.70	Megargee, 1972
Do	11	.66	Megargee, 1972
MPQ			
Stress R.	2	.89	Tellegen, 1982
Control	24	.82	Tellegen, 1982
Empathy	9	.75	Hogan, 1969
COIB	22	.57[a]	Gough, 1982

[a]Adjusted for length

VALIDITY

An examination is said to be valid if it does what it is supposed to do. Strictly speaking, it is the use of an examination and not the examination itself that is said to be valid or invalid. An examination that is valid for use in one situation, may be totally inappropriate in another. The intended purpose of the Corrections Officer Examination is to predict the job performance of entry-level candidates for the corrections officer job. To the extent that it can be shown that higher scores are reliably associated with better job performance, the Corrections Officer Examination may be considered valid. Establishing the validity of the Corrections Officer Examination for use in making entry-level selection decisions does not mean that it is valid for other uses as well (although it well might be). It is incumbent upon persons wishing to use the examination for purposes other than making entry-level selection decisions to conduct the research necessary to establish its validity for other uses.

A concurrent, criterion-related strategy was used to validate the Corrections Officer Examination for use as part of entry-level corrections officer selection procedures. A concurrent, criterion-related approach is one in which examination scores and job performance ratings are collected for a sample of job incumbents. These data are then used to determine the relationship between the scores and job performance. Finding a statistically reliable relationship between scores and job performance ratings establishes the validity of the examination as a measure of job performance.

The job incumbents for whom scores and job performance ratings were collected consisted of 253 corrections officer incumbents from 16 sheriff's departments throughout California. Demographic data about these officers are given in Table 5.

Supervisors of the incumbents rated their performance in 31 specific areas of the corrections officer job. These ratings, along with a rating of overall effectiveness, were used to construct a criterion of job performance. The job performance criterion was quite reliable (.96) and assessed corrections officer performance in areas such as: maintaining security, searching, record keeping and report writing, interacting with inmates and co-workers, written communications, motivation, stress tolerance, flexibility, and social skills.

Scores on the Corrections Officer Examination were found to correlate .24 with the above described performance criterion. For a sample size of 250, a correlation of .24 is statistically reliable (alpha = .05) meaning that it is larger than would be expected due to chance alone. Because the correlation between examination scores and job performance ratings is statistically reliable, the Corrections Officer Examination is a valid indicator of corrections officer performance. A validity of .24 is of typical magnitude (Boehm, 1982).

Table 5
Gender, Ethnic Status, Education, and Tenure of the 339[a] Corrections Officers in the Research Sample

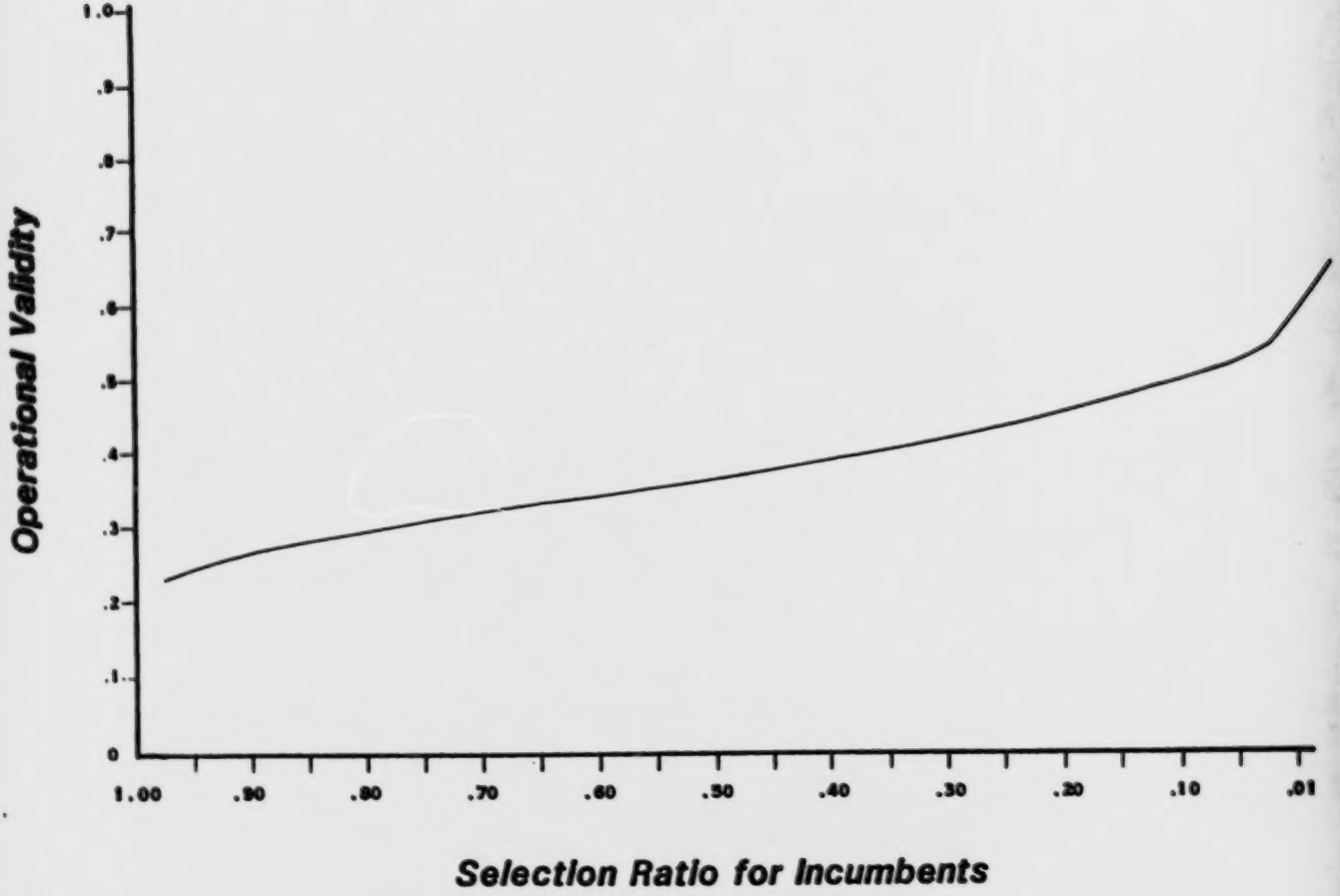
Gender		**Ethnic Group**	
Male	214 (76%)	Black	51 (18%)
Female	68 (24%)	Native American	5 (2%)
		Asian	5 (2%)
		Hispanic	59 (21%)
		White	157 (50%)
		Other	2 (1%)
Education		**Tenure**	
		Less than 6 months	22 (8%)
High School	77 (29%)	6 months - 1 year	41 (25%)
Tech./Vocational	43 (16%)	1-2 years	60 (23%)
Associate Degree	88 (34%)	2-5 years	109 (41%)
BA/BS Degree	45 (17%)	More than 5 years	35 (13%)
Some post-graduate	6 (2%)		
Post-graduate Degree	3 (1%)		

[a]Totals may vary due to missing data.

Because the criterion is not measured without error, the obtained validity is attenuated. Correction for criterion unreliability always has the effect of increasing the estimated validity. Correcting a validity coefficient for criterion unreliability answers the question, "What is the relationship between examination scores and actual (as opposed to measured) job performance?" In the case of the Corrections Officer Examination, the criterion was quite reliable (.94) and thus not much correction was needed. The validity of the Corrections Officer Examination, corrected for criterion unreliability, is .24.

Another factor that causes an obtained validity coefficient to be attenuated relative to its true value is range restriction in the predictor data. Range restriction occurs whenever the selection ratio for incumbents in the validation sample is below 1.0 and when incumbents were selected for characteristics similar to those measured by the Corrections Officer Examination. If one were to test a sample of applicants and then select only those scoring above average (selection ratio = .50) the range of scores in the selected group would be smaller (restricted) than is the range of scores for the total group. The more restricted the range of scores used to compute a validity coefficient, the more attenuated it will be. Figure 1 shows operational validity as a function of selection ratio for an examination with a corrected validity of .24. The data in Figure 1 assume that selection is based upon characteristics similar to those measured by the Corrections Officer Examination. These data show, for example, that if the corrections officers in the research sample represent the top half of the job applicants then the true validity of the Corrections Officer Examination would be closer to .38 than to the obtained value of .24.

Figure 1. Operational Validity as a Function of Selection Ratio



FAIRNESS

An examination is fair when it does not penalize applicants from different sex or ethnic groups. The first test of fairness is to determine whether the examination results in adverse impact against members of protected groups. Adverse impact exists whenever, "the selection ratio for members of a protected group is 4/5ths or less than that of the group with the largest selection ratio" (Uniform Guidelines, 1978). Based upon data from the validation sample, as long as the overall selection ratio remains above .10 (as is recommended for the Corrections Officer Examination) no adverse impact occurs for Blacks and Hispanics (the only two groups represented in the validation sample in sufficient numbers to allow reliable computations). For females on the other hand, the Corrections Officer Examination results in adverse impact for almost every selection ratio.

When adverse impact is shown, further analysis is necessary to determine whether the examination is fair. The difference in average Corrections Officer Examination scores for male and female officers is matched by a difference of equal magnitude for job performance ratings. Further, male and female supervisors both indicate that the job performance of female corrections officers is, on average, below that of males. Taken together, these data indicate that the Corrections Officer Examination is equally fair to male and female corrections officers.

Table 6

Gender and Ethnic Group Statistics for Final Selection Battery Scores

Group	N	Mean	S.D.
Males	214	136.1	11.3
Females	68	131.5	15.2
Blacks	50	133.7	11.9
Hispanics	60	133.2	17.8
Whites	157	136.2	10.2

ADMINISTRATION

WHO MAY USE THE CORRECTIONS OFFICER EXAMINATION?

Any agency participating in the Standards and Training for Corrections program (or other corrections agencies at the discretion of STC) may use the Corrections Officer Examination. The examination may only be used to aid in selecting people for entry-level corrections officer positions. Any other use of the examination, such as making promotional decisions, is inappropriate.

WHO CAN ADMINISTER THE CORRECTIONS OFFICER EXAMINATION?

Anyone in a participating agency who knows the administrative procedures can administer the Corrections Officer Examination. Keeping testing conditions as similar as possible for each job applicant is very important. This means that one person in the agency should be given primary responsibility for overseeing the administration of the Corrections Officer Examination. Additional test proctors may be trained as is necessary to accommodate the simultaneous testing of large groups of applicants.

WHY IS A TEST ADMINISTRATOR NECESSARY?

An examination administrator is necessary to oversee the security of all testing materials, to ensure that all applicants are tested under as nearly equal conditions as possible, to train additional test proctors, and to serve as the liaison between the agency and STC.

WHAT ARE THE RESPONSIBILITIES OF THE EXAMINATION ADMINISTRATOR?

The administrator has the responsibility of ensuring that the examination booklets and answer sheets remain secure and that all testing procedures are standardized. In addition, the administrator has specific responsibilities before, during, and after test sessions. Permission to use the Corrections Officer Examination may be revoked by STC if test conditions and security are not maintained according to the guidelines set forth in this manual and other relevant documents.

To maintain the security of the examination, the administrator must keep all testing materials in a safe place (under lock and key) and keep accurate records of the location of all testing materials. STC will be conducting periodic audits to ensure that all materials remain secure. Without examination security, applicants' scores are meaningless, as it will not be known whether high scores reflect true ability or simply prior access to test questions.

To standardize testing procedures, the administrator provides the same testing environment and instructions for each applicant. Only if applicants have the same test-taking opportunities, can their scores be meaningfully compared.

Before the first scheduled testing session, the administrator arranges a proctor's training session, ensures that sufficient materials are available, and arranges for testing locations.

During testing, the administrator and proctors follow the verbatim proctor's instructions contained in Appendix A.

After testing, the administrator collects all test booklets and arranges for shipping of answer sheets to STC for scoring.

WHAT PREPARATIONS ARE NECESSARY FOR ADMINISTRATION OF THE CORRECTIONS OFFICER EXAMINATION?

The administrator must make more extensive preparations before the first administration than will be necessary for subsequent testing sessions. If you are administering the Corrections Officer Examination for the first time, follow the training and preparation procedures outlined below in Sections A, B, C, and D. In subsequent testing sessions, using experienced test proctors, you need follow only the preparation procedures outlined in Sections B, C, and D.

A. Training Examination Proctors

The best training for first time proctors is for them to take the examination under the same conditions that will be provided for job applicants. Before administering the Corrections Officer Examination, read Sections B and C below and all of the proctor's instructions contained in Appendix A. Then, adhering to the specified conditions and time limits and following all testing instructions and procedures, administer the examination to the proctors.

Ideally, the examination should be administered during the training session exactly as it would be under testing conditions. If time is limited, the training session may be significantly shortened by having proctors complete only the first few items of each part. During an abbreviated training session, be sure to follow all the other directions in Sections B and C below and in the verbatim proctor's instructions just as you would for a full length training session.

B. Preparing Applicants for the Examination

Prior to testing, each applicant should be given a copy of the Candidate Information Booklet. This booklet explains the nature and purpose of each part of the Corrections Officer Examination and provides sample questions for applicants to review. This

preview of the examination results in more relaxed, better prepared test takers. Spaces are provided on the cover of the Candidate Information Booklet for the date, time, and location of testing.

C. **Assembling Test Materials**

Before the scheduled testing session, assemble the following materials:

- One test booklet for each applicant.
- One answer sheet and one Equal Employment Opportunity Confidential Record for each applicant (See Appendix B).
- Enough number 2 lead pencils with erasers to supply each applicant with two pencils and to have a few extra pencils on hand.
- A wristwatch or clock with a second hand, or a stopwatch.
- The verbatim proctor's instructions in Appendix A.

D. **Preparing Testing Locations**

Providing adequate physical conditions for all applicants is very important. Choose a well-lit, well-ventilated room where applicants will be free from interruptions and distractions. Smoking should not be permitted. See that all applicants, including left-handed applicants, have a workspace large enough to accommodate the test booklet and answer sheet comfortably. Arrange seating so that no applicant is sitting directly next to another applicant.

E. **During Testing**

During testing, proctors should, when not reading instructions, move around the room to answer questions that may arise and to prevent cheating. If 30 or more applicants are being tested, more than one proctor should be present. As a rule of thumb, there should be one proctor present for every 30 test takers.

If applicants ask questions during testing, they should be answered to the best of the proctor's ability, provided that doing so does not give the applicant the answer to a question.

MUST THE ENTIRE EXAMINATION ALWAYS BE GIVEN?

It is strongly recommended that the examination be given only in its entirety. Users choosing to administer or use only sections of the examination must undertake the research necessary to demonstrate that the parts being used result in reliable, valid, and fair assessments of candidates' potential.

HOW LONG SHOULD TEST DATA BE KEPT ON FILE?

If an applicant were to challenge an agency's use of the Corrections Officer Examination as part of its selection process, it is likely that the applicant's original answer sheets would be subpoenaed. It is important, therefore, that the original testing materials of all applicants (not just those hired) be retained for a minimum of one year. In addition, it is recommended that a permanent record of all applicants' test scores and EEO data be maintained. Agencies are advised to consult the Federal Uniform Guidelines (1978) (esp. sections 4A, 4B, 15A1, and 15A2) concerning data collection requirements.

MAY AN APPLICANT TAKE THE CORRECTIONS OFFICER EXAMINATION MORE THAN ONCE?

Ultimately, each agency must determine its own policy regarding this issue. It is recommended, however, that applicants who fail to complete the examination on their first try (due to illness, etc.) be permitted to take the examination a second time. Agencies are advised that the Federal Uniform Guidelines (1978) contain the following statement concerning retesting job applicants.

> Users should provide a reasonable opportunity for retesting and reconsideration. Where examinations are administered periodically with public notice, such reasonable opportunity exists, unless persons who have previously been tested are precluded from retesting. The user may however take reasonable steps to preserve the security of its procedures (Sec. 12.)

SCORING THE CORRECTIONS OFFICER EXAMINATION

The Corrections Officer Examination will be scored centrally by STC. Candidates' scores are simply the number of items answered correctly. Scoring is done centrally to maintain the security of the examination keys. Once applicants have been tested, all answer sheets should be photocopied (to protect against loss during shipping) and the originals mailed to STC for scoring. Scoring will require approximately two weeks. Agencies should plan test administrations accordingly.

SCORE INTERPRETATION

The Corrections Officer Examination has been shown to provide a reliable and valid indication of a person's potential to successfully perform the corrections officer job. Obviously, higher scores indicate more potential than do lower scores -- but how high a score is enough? Does a score of, say, 100 indicate little or much potential? How much more likely to be successful is a person who scores 130 than a person scoring 120? The best starting point for answering these questions is with a summary of the scores of job incumbents. Table 7 provides the percentile equivalents of Corrections Officer Examination raw scores. The data in Table 7 are based upon the exam scores of corrections officers in the validation sample and assume a normal distribution of scores with a mean of 134.4 and a standard deviation of 13.4. The percentile equivalent is the percentage of individuals who scored below a given score. For example, 90% of incumbents scored below 151. It should be noted that the data in Table 7 are those of incumbent corrections officers. It is likely that applicants will not, on average, score as high as incumbents. Nevertheless, if an applicant receives a score that is above 80% or 90% of job incumbents, it is clear that that is a good score. Additional normative data in the form of subgroup means and standard deviations are given in Table 6. These data are provided for reference only.

The data in Table 7 permit the score of any job applicant to be placed relative to the scores of job incumbents, but they do not permit a direct assessment of the potential of the applicant. Figure 2 is an "expectancy table" that can be used to assess the potential of applicants' Corrections Officer Examination scores. For example, an applicant with the score of 145 has a 64% chance of performing successfully, while an applicant with the score of 125 has only a 33% chance.

The data in Figure 2 represent the number of chances in 100 that an applicant scoring within a given range will turn out to be at least as successful as the average incumbent in the validation sample. The expectancies represent the proportion of incumbents in each score range whose job performance is expected to be above the average of all incumbents.

The descriptors associated with each score range are simply "verbal probabilities". That is, they reflect the probability that an applicant scoring in a given range will perform average or better. The labels are not guarantees, nor should they be used to characterize individual applicants. The data only show that, for example, applicants with scores in the range of 151 to 154 are, as a group, approximately twice as likely to perform above average than are applicants with scores in the range 125 or below.

TABLE 7

Corrections Officer Examination Score Distribution

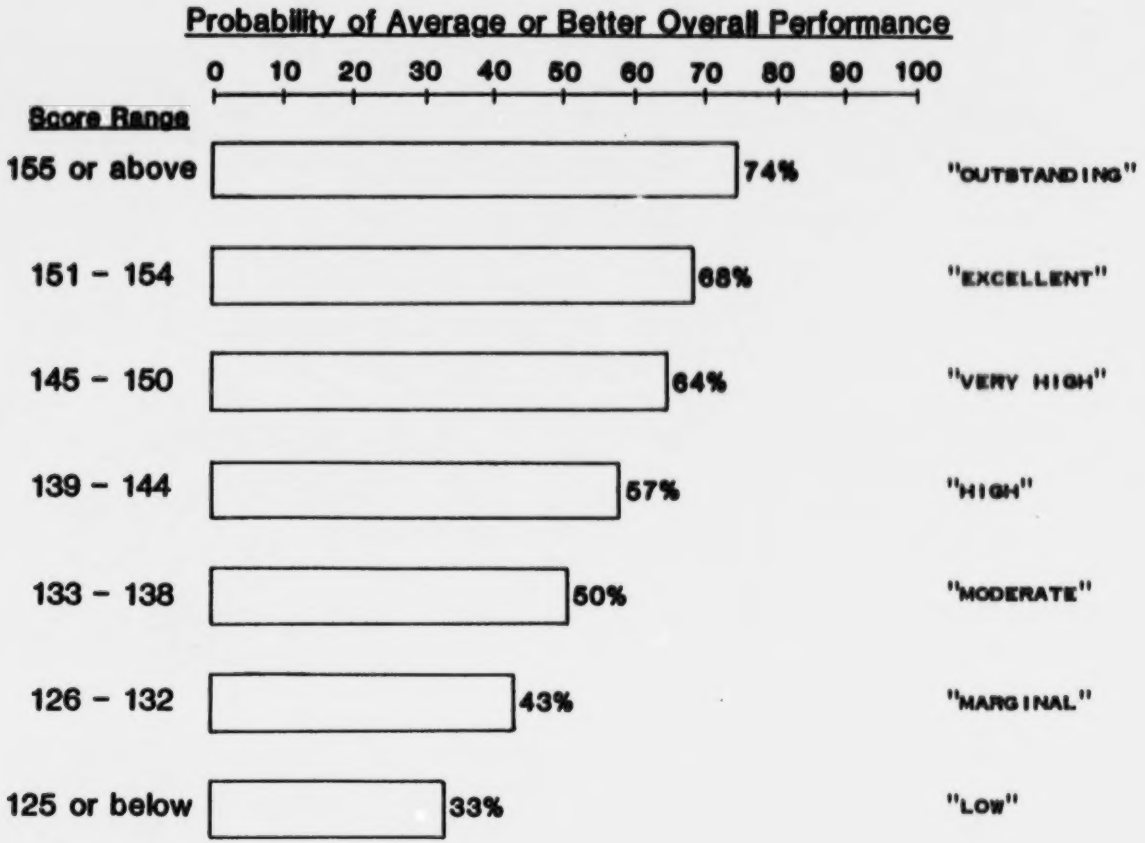
Raw Score	N	Percentile Equivalent	
		Actual	Expected
164	295	99	99
155	287	97	95
151	278	94	90
148	259	88	85
146	247	84	80
144	229	78	75
142	210	71	70
140	191	65	65
139	180	61	60
137	159	54	55
135	137	46	50
134	122	41	45
132	100	34	40
131	93	32	35
129	79	27	30
127	67	23	25
125	54	18	20
123	43	15	15
120	28	10	10
115	18	6	5
107	9	3	1

Mean = 134.4
SD = 13.4
N = 339

Once the expected performance of an applicant has been determined, a decision must be made as to what level of performance is desirable or acceptable and a cutoff score established. Many factors influence the setting of exam cutoff scores and it is beyond the scope of this manual to consider them here. A special report on the setting of cutoff scores for the Corrections Officer Examination is available from the Board of Corrections. It is recommended that the users of the Corrections Officer Examination review this special report and obtain assistance from the Board of Corrections in setting cutoff scores.

Figure 2.

Probability of Success for Seven Corrections Officer Examination Score Ranges



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Appendix A

Appendix A
VERBATIM PROCTORING INSTRUCTIONS FOR THE CORRECTIONS OFFICER EXAMINATION

Before Testing

For each test session you will need the following materials:

A watch, clock, or stopwatch.

One Corrections Officer Examination Booklet for each applicant. (Test booklets are designed to be reused.)

One answer sheet for each applicant.

One Candidate Information Sheet for each applicant.

Extra pencils.

These instructions.

The test proctor should arrive at the testing location approximately 30 minutes before testing is scheduled to begin. If the location is difficult to find, signs pointing the way should be posted.

As applicants arrive for testing, have them take seats around the room. Ideally, there should be enough space so that incumbents don't sit next to each other and are not crowded. Testing should start approximately five minutes after the scheduled time. Materials for persons arriving late should be distributed when convenient.

During Testing

During testing, the proctor is responsible for several things. Most important is to ensure that the tests are administered according to the instructions printed below. In order to ensure that testing conditions are the same for all applicants, follow the instructions and time limits <u>exactly.</u> When you are not actively involved in reading instructions or timing the tests, you should move around the room to be sure that no one is having difficulties.

Candidates may leave the room during testing, but <u>must not</u> be allowed to take any of the testing materials with them.

Step-by-Step Instructions

In the instructions that follow, the parts that should be read aloud to applicants are **PRINTED IN BOLD.**

Step 1. Introduction

After the applicants have arrived, make sure everyone is seated and then introduce yourself.

Step 2. Candidate Information

Distribute the candidate information page and see that every applicant has a pencil. Once everyone is ready, say:

> **IN THE SPACE FOR NAME , PRINT YOUR LAST NAME; THEN PRINT YOUR FIRST AND MIDDLE NAMES.**

Wait for applicants to print their names.

> **IN THE SPACE FOR TESTING LOCATION/COUNTY, WRITE IN _____.**

Wait for candidates to write in the testing location.

> **IN THE SPACE FOR DATE, WRITE IN TODAY'S DATE WHICH IS _____.**

Tell candidates the date and wait for them to write it in the space provided.

When everyone appears to be finished, say:

> **THE QUESTIONS ON THE REST OF THE CANDIDATE IDENTIFICATION ARE OPTIONAL. THEY ARE ASKED ONLY TO ENSURE THAT THE RESULTS OF TEST ARE FAIR AND VALID FOR ALL GROUPS OF CANDIDATES. THEY ALSO ALLOW THE STATE OF CALIFORNIA TO MONITOR RESULTS IN COMPLIANCE WITH GOVERNMENT REGULATIONS REGARDING EQUAL EMPLOYMENT OPPORTUNITY.**
>
> **IF YOU WILL, PLEASE ANSWER EACH OF THE SIX QUESTIONS ON THE BOTTOM OF THE PAGE.**

Step 3. Answer Sheet and Examination Booklet

Wait until most candidates appear to be done with the candidate information page, then make the following announcement so that it is clearly understood.

> **I AM NOW GOING TO GIVE YOU A TEST BOOKLET AND AN ANSWER SHEET. DO NOT OPEN YOUR TEST BOOKLET OR MAKE ANY MARKS ON THE ANSWER SHEET UNTIL YOU ARE TOLD TO DO SO.**

Distribute the answer sheets and test Booklet 1, making sure that no candidates open their test booklets. When finished, say:

> **TURN TO SIDE ONE OF YOUR ANSWER SHEET. IN THE SPACES FOR CANDIDATE ID AND TEST BOOKLET NUMBERS, PLEASE COPY THE NUMBERS FROM THE CANDIDATE INFORMATION PAGE AND THE TEST BOOKLET.**

Point to the location of the candidate ID number and test booklet numbers. Check to be sure that everyone understands what to do. When everyone appears to be finished, say:

> **YOU WILL USE SIDE ONE OF THE ANSWER SHEET FOR PARTS 1 & 2. MARK ALL OF YOUR ANSWERS ON THE ANSWER SHEET AND DO NOT MAKE ANY MARKS IN THE TEST BOOKLET.**
>
> **NOW, OPEN YOUR BOOKLET TO PART 1 AND READ THE INSTRUCTIONS TO YOURSELF WHILE I READ THEM ALOUD. DO NOT BEGIN WORK ON THE ITEMS UNTIL TOLD TO DO SO.**

Wait for candidates to open their test booklets.

> **PART 1 OF THE EXAM CONTAINS FOUR SHORT PASSAGES DESIGNED TO SEE HOW WELL YOU CAN READ AND INTERPRET WHAT YOU HAVE READ. ON THE PAGE IMMEDIATELY FOLLOWING EACH PASSAGE, THERE ARE A NUMBER OF QUESTIONS ABOUT THAT PASSAGE. SOME OF THE QUESTIONS REQUIRE THAT YOU REMEMBER WHAT YOU HAVE READ. OTHERS REQUIRE THAT YOU DRAW CONCLUSIONS BASED ON THE MATERIAL IN THE PASSAGE. IN ANSWERING THE QUESTIONS, ASSUME THAT ALL MATERIAL IN THE READING IS TRUE. BASE YOUR ANSWERS ONLY ON MATERIAL PRESENTED IN EACH PASSAGE. YOU MAY REFER BACK TO THE PASSAGES AT ANY TIME.**
>
> **FIND THE SPACE FOR PART 1 ON YOUR ANSWER SHEET.**

Wait while candidates locate Part 1 on their answer sheet.

> **NOW TRY THE SAMPLE PROBLEM BELOW. FIRST READ THE PASSAGE, THEN ANSWER THE THREE QUESTIONS THAT FOLLOW IT. MARK YOUR ANSWERS ON THE ANSWER SHEET IN THE SPACE THAT SAYS PART 1, SAMPLE PROBLEM. MAKE NO MARKS IN THE TEST BOOKLET.**

Wait two or three minutes while candidates work the sample problem. As soon as most candidates appear finished, say:

> **AFTER YOU HAVE ANSWERED THE SAMPLE PROBLEMS, LOOK AT THE CORRECT ANSWERS ON THE OPPOSITE PAGE.**
>
> **THE PASSAGE STATES THAT THE COURTHOUSE WAS BUILT IN 1964, SO YOU SHOULD HAVE BLACKENED CIRCLE D FOR EXAMPLE 1.**

THIS PASSAGE ALSO STATES THAT THE COURTHOUSE COST 3.2 MILLION DOLLARS AND THAT APPROXIMATELY 1/6TH OF THE MONEY WAS SUPPLIED BY A FEDERAL GRANT. THEREFORE, THE ANSWER FOR EXAMPLE 2 IS B, BECAUSE 1/6TH OF 3.2 MILLION IS APPROXIMATELY 1/2 MILLION DOLLARS.

THE ANSWER TO EXAMPLE 3 IS C.

Pause for a few seconds, then say:

YOU WILL HAVE 30 MINUTES TO WORK ON PART 1 OF THE EXAM. IN ORDER TO FINISH ALL THE QUESTIONS IN THE ALLOTTED TIME, IT IS IMPORTANT THAT YOU DO NOT TAKE TOO MUCH TIME WITH ANY ONE PROBLEM. IF YOU DON'T KNOW THE ANSWER TO A PROBLEM, SKIP IT AND GO ON TO THE OTHERS. IF YOU FINISH BEFORE TIME IS CALLED, GO BACK AND CHECK YOUR WORK OR TRY TO ANSWER ANY OF THE PROBLEMS YOU HAVE SKIPPED. MARK YOUR ANSWERS ON THE ANSWER SHEET BEGINNING WITH NUMBER 1 IN PART 1. REMEMBER, ASSUME THAT ALL MATERIAL IN EACH READING IS TRUE, AND BASE YOUR ANSWERS ONLY ON THE MATERIAL PRESENTED IN THE READING. WORK AS QUICKLY AS YOU CAN WITHOUT MAKING MISTAKES. ARE THERE ANY QUESTIONS?

Wait for candidates to ask questions. Answer any questions asked. When all questions have been answered, say:

TURN THE PAGE AND BEGIN WORKING ON PART 1

Allow candidates 30 minutes to work on Part 1 of the examination. When 30 minutes have elapsed, say:

STOP. TURN TO PART 2 OF THE BOOKLET AND READ THE INSTRUCTIONS TO YOURSELF AS I READ THEM ALOUD.

Then say:

PART 2 OF THE EXAM CONTAINS 35 PROBLEMS DESIGNED TO SEE HOW WELL YOU CAN USE THE WRITTEN LANGUAGE. EACH PROBLEM CONSISTS OF A SENTENCE DIVIDED INTO FIVE SECTIONS LABELED A, B, C, D, AND E, ("NONE"). SOME OF THE SENTENCES CONTAIN AN ERROR IN GRAMMAR, SOME AN ERROR IN PUNCTUATION, AND SOME AN ERROR IN CAPITALIZATION. SOME OF THE SENTENCES HAVE NO ERROR AT ALL. IF A SENTENCE CONTAINS AN ERROR, MARK THE LETTER OF THE SECTION WITH THE ERROR ON YOUR ANSWER SHEET. IF THE SENTENCE DOES NOT CONTAIN AN ERROR, MARK E FOR "NONE".

FIND THE SPACE FOR PART 2 ON YOUR ANSWER SHEET.

LOOK AT THE SAMPLE SENTENCE BELOW.

Wait a few seconds while candidates look at Example 1. Then, say:

IN THIS PROBLEM, SECTION B OF THE SENTENCE CONTAINS AN ERROR. THE CORRECT SENTENCE WOULD BE, "THE BOYS DID THE JOB AS WELL AS THEY COULD." NOTICE ON YOUR ANSWER SHEET THE B FOR EXAMPLE 1 HAS BEEN BLACKENED BECAUSE SECTION B OF THE SENTENCE CONTAINS THE ERROR.

Wait a few seconds while candidates look at Example 1 on the answer sheet, then say:

NOW TRY THE SAMPLE PROBLEMS BELOW. READ THE SENTENCES, AND THEN MARK YOUR ANSWERS ON THE ANSWER SHEET IN THE SPACE THAT SAYS PART 2, SAMPLE PROBLEMS.

Wait one or two minutes while candidates work the sample problems, then say:

AFTER YOU HAVE ANSWERED THE SAMPLE PROBLEMS, LOOK AT THE CORRECT ANSWERS ON THE OPPOSITE PAGE. IN EXAMPLE 2, SECTION B CONTAINS AN ERROR IN PUNCTUATION: THE PERIOD IN SECTION B SHOULD BE A COMMA. YOU SHOULD HAVE BLACKENED CIRCLE B. IN EXAMPLE 3, "HOLIDAY" SHOULD NOT BE CAPITALIZED, SO YOU SHOULD HAVE BLACKENED CIRCLE C. EXAMPLE 4 CONTAINS NO ERRORS, SO YOU SHOULD HAVE BLACKENED CIRCLE E FOR "NONE".

YOU WILL HAVE 15 MINUTES TO WORK THE PROBLEMS IN PART 2. IT IS IMPORTANT THAT YOU DO NOT SPEND TOO MUCH TIME ON ANY ONE PROBLEM. IF YOU DO NOT KNOW THE ANSWER TO A PROBLEM, SKIP IT, AND GO ON TO THE OTHERS. IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY GO BACK AND CHECK YOUR WORK OR TRY TO ANSWER ANY OF THE PROBLEMS YOU MAY HAVE SKIPPED.

REMEMBER, YOU ARE TO DECIDE WHICH SECTION OF EACH SENTENCE CONTAINS AN ERROR. ERRORS CAN BE IN GRAMMAR, PUNCTUATION OR CAPITALIZATION. SOME SENTENCES CONTAIN NO ERRORS. NONE OF THE SENTENCES CONTAIN MORE THAN ONE ERROR. WORK AS QUICKLY AS YOU CAN WITHOUT MAKING MISTAKES. MARK YOU ANSWERS ON THE ANSWER SHEET BEGINNING WITH NUMBER 47 IN PART 2. MAKE NO MARKS IN THE EXAM BOOKLET. ARE THERE ANY QUESTIONS?

Answer any questions candidates may have, then say:

TURN THE PAGE AND BEGIN WORKING ON PART 2.

Allow candidates 15 minutes to work on Part 2 of the examination. When 15 minutes have elapsed, say:

STOP. TURN TO SIDE 2 OF YOUR ANSWER SHEET. COPY THE BOOKLET NUMBER IN THE APPROPRIATE PLACE ON YOUR ANSWER SHEET.

Give candidates a few seconds to copy the test booklet number, then say:

TURN TO PART 3 AND READ THE INSTRUCTIONS TO YOURSELF WHILE I READ THEM ALOUD. DO NOT BEGIN WORK UNTIL TOLD TO DO SO.

Wait while candidates turn to Part 3, then say:

PART 3 CONTAINS 18 SETS OF THREE ACTIVITIES EACH. FOR EACH SET OF THREE ACTIVITIES, YOU ARE TO CHOOSE THE ONE YOU WOULD LIKE MOST AND THE ONE YOU WOULD LIKE LEAST. FOR EACH ITEM, MARK YOUR CHOICES ON THE ANSWER SHEET BY BLACKENING ONE CIRCLE UNDER THE MOST (M) AND ONE CIRCLE UNDER THE LEAST (L) COLUMNS. LOOK AT THE EXAMPLE BELOW.

Wait five to ten seconds, while candidates read the three example items, then say:

IF YOU WOULD MOST LIKE TO TRAVEL BY TRAIN (CHOICE B) AND LEAST LIKE TO TRAVEL BY CAR (CHOICE A), YOU WOULD BLACKEN YOUR ANSWER SHEET AS IS SHOWN.

Wait a few seconds while candidates examine the sample answer sheet, then say:

> YOU WILL HAVE 15 MINUTES TO WORK THE PROBLEMS IN PART 3. IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR ANSWERS TO PART 3, BUT DO NOT GO ON TO PART 4 UNTIL YOU ARE INSTRUCTED TO DO SO. BE SURE TO CHOOSE ONLY ONE MOST (M) AND ONE LEAST (L) IN EACH SET, AND TO LEAVE ONE ACTIVITY IN EACH SET UNMARKED. ANSWER EVERY SET. MARK YOUR ANSWERS ON SIDE TWO OF THE ANSWER SHEET, BEGINNING WITH NUMBER 82 IN PART 3. ARE THERE ANY QUESTIONS?

Answer any questions that may be asked, and then say:

> TURN THE PAGE AND BEGIN.

Allow candidates fifteen minutes to work on the problems in Part 3, then say:

> STOP. NOW TURN TO THE INSTRUCTIONS FOR PART 4, AND READ THE INSTRUCTIONS TO YOURSELF AS I READ THEM ALOUD.
>
> PART 4 CONTAINS 96 STATEMENTS. READ EACH STATEMENT, DECIDE WHETHER IT IS TRUE OR FALSE FOR YOU, AND THEN BLACKEN THE APPROPRIATE SPACE ON THE ANSWER SHEET. IF THE STATEMENT IS TRUE OR MOSTLY TRUE FOR YOU, BLACKEN THE CIRCLE MARKED TRUE (T). IF THE STATEMENT IS FALSE OR MOSTLY FALSE FOR YOU, BLACKEN THE CIRCLE MARKED FALSE (F). ANSWER EITHER TRUE OR FALSE FOR EVERY ITEM. LOOK AT THE EXAMPLE BELOW. THE EXAMPLE SAYS: "YOU PLAN AND ORGANIZE YOUR WORK IN DETAIL." BLACKEN THE CIRCLE MARKED T IF THIS IS TRUE FOR YOU OR IF YOU AGREE WITH IT. BLACKEN THE CIRCLE MARKED F IF IT IS FALSE FOR YOU OR IF YOU DISAGREE WITH IT. WORK QUICKLY. DO NOT SPEND TOO MUCH TIME ON ANY ITEM. YOU WILL HAVE 40 MINUTES TO WORK ON THE ITEMS IN PART 4. IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR ANSWERS TO PART 4 OR SIT QUIETLY AND WAIT FOR FURTHER INSTRUCTIONS FROM THE TEST PROCTOR. MARK YOUR ANSWERS ON THE ANSWER SHEET BEGINNING WITH NUMBER 100. ARE THERE ANY QUESTIONS?

Answer any questions that may be asked, then say:

> TURN THE PAGE AND BEGIN.

Allow candidates 40 minutes to work on the items in part four. At the end of 40 minutes, say:

> **STOP WORKING. CLOSE YOUR BOOKLET, AND PASS THE BOOKLET AND ANSWER SHEET TO THE FRONT OF THE ROOM.**

Once you are certain (count them to be sure) that you have collected all test booklets, all answer sheets, and all scratch paper, you may dismiss the candidates and testing is complete.

AFTER TESTING

> Immediately after completing a test session, you should count all test booklets and answer sheets to make certain that all materials have been collected. Check each test booklet to be sure that no marks were made in the booklet, and return all booklets to your test administrator for secure storage until needed again. Sort all answer sheets so that Side 1 is up, and give the answer sheets to the test administrator for shipment to STC for scoring.

APPENDIX B

RECOMMENDED EEO DATA COLLECTION FORM FOR THE CORRECTIONS OFFICER EXAMINATION

CANDIDATE IDENTIFICATION

NAME _____
LAST FIRST MIDDLE

TESTING LOCATION/COUNTY _____

DATE _____

CANDIDATE I.D. NUMBER TEST BOOKLET

EQUAL EMPLOYMENT OPPORTUNITY CONFIDENTIAL RECORD FORM

PLEASE NOTE: To aid the State of California in its commitment to Equal Employment Opportunity and for purposes of research, applicants are asked to voluntarily provide the following information.

These questions are not to be used for the purpose of making any employment decisions. Your answers to these questions will not be reported to the person making the hiring decision.

Which are you?

- ☐ Male
- ☐ Female

How old are you?

- ☐ Under 21
- ☐ 21 - 29
- ☐ 30 - 39
- ☐ 40 - 49
- ☐ 50 - 59
- ☐ 60 - 69
- ☐ 70 and over

Which of the following categories best describes your racial/ethnic origin?

- ☐ Hispanic (Mexican, Puerto Rican, Cuban, Other Spanish/Hispanic)
- ☐ Filipino
- ☐ White
- ☐ Black
- ☐ Asian or Pacific Islander
- ☐ American Indian or Alaskan native
- ☐ Other, not listed

What is the highest level of education you have completed?

- ☐ Some high school
- ☐ High school diploma (or GED)
- ☐ Some college
- ☐ Associate degree (two-year degree)
- ☐ Bachelor's degree (four-year degree)
- ☐ Some post-graduate work
- ☐ Post-graduate degree (M.A., Ph.D., etc.)

Are you a veteran, spouse of a 100% disabled veteran or a widow or widower of a veteran?

- ☐ Yes
- ☐ No

Check any major disability you have a record of which may have impeded your securing, retaining, or advancing in employmnet:

- ☐ Hearing
- ☐ Sight
- ☐ Speech
- ☐ Physical (Orthopedic/Amputations)
- ☐ Developmental
- ☐ Other Disability (Specify_____)

Appendix C

TYPE I FACILITIES SURVEY
CO SELECTION AND TRAINING

The original research project included a job analysis of corrections officers employed in Type I, II, III and IV facilities operated by county sheriff's departments. This research identified the core tasks performed by 70% of the personnel in these facilities statewide. The entry-level selection procedures and training curricula were derived from the knowledges, skills, abilities and other personal characteristics necessary to perform these tasks.

Subsequent to the research project, subject matter experts from city operated Type I facilities and/or departments operating several Type I facilities reviewed these core tasks. The tasks that the experts identified as being performed by corrections officers in their Type I facilities were statistically cross-referenced to the research knowledge/skill maps and training curricula. The tasks identified as not being performed were statistically discounted.

Through this process it was determined that a few of the minor tasks were not performed. The remaining tasks still necessitated the measurement of the knowledge, skills, abilities and other personal characteristics identified through the research project and measurable by the entry-level selection procedures.

It was also determined that the tasks which could be discounted would have an insignificant impact on the training curriculum subject matter and instructional hours.

The removal of 15 to 20 minutes of instructional time from a few modules of instruction, "sprinkled" throughout 3 weeks of CO training, would reduce the quality of the presentation and the consistency of the subject, these facts could not justify a curriculum different from other corrections officers in the state.

In view of the above, the decision was made that entry-level staff assigned primarily to Type I facilities would comply with the same selection and training standards as other corrections officers who are assigned to Type I, II, III and IV facilities in the state.